

No Media

Handout #1 : Preschool Language and Literacy Next Steps Handout

Say: *Today is going to be a busy day, so let's go over some of the logistics. Please find your agenda and the Next Steps handout. (Allow thirty seconds.)*

➤Point out the parking lot chart you have made and hung in the room.

Say: *We are going to keep a swift pace and you can use the Parking Lot to post questions that don't closely relate to the content at hand. I encourage questions, but in the interest of keeping everyone engaged the training will move quickly. I will check the parking lot during breaks to ensure that questions are answered.*

➤Go over agenda including scheduled breaks and point out where the restrooms are located.

Say: *The Next Steps handout is for you to keep track of anything that you would like to follow-up on after this training. It is broke up into the key areas we will be talking about. Please keep this handy and use it to keep track of what you would like to take back and use in your practice. Now, let's look at the materials we will be using today.*

➤Orientation to Materials: *Quickly walk participants through the materials for the module, pointing out the sections below. As you point out each section, have participants tab each section with a sticky note.*

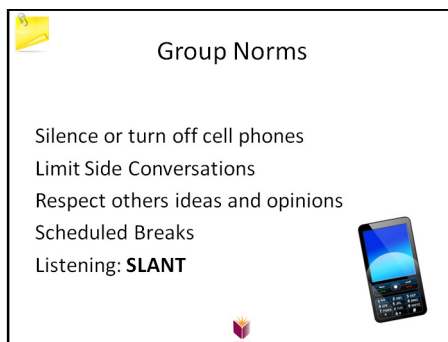
❖Presenter Notes: *Explain that the presenter notes are the slides that contain all of the notes for the presenter. Note that participant notes or any media, such as a movie, is needed they will see an icon on the slide as an indicator.*

❖Participant Notes: *Explain that the participant notes are simply the slides in a handout format so that participants can take notes during the presentation.*

❖Handouts: *Explain that the handouts are additional resources that will be referenced often. The handouts have been created by Doing What Works website and the Montana Office of Public Instruction.*

Explain that as you work today, you will be using a signal to let participants know when discussion time is ending and that you need their attention up front.

Model/practice the signal you will use to bring the group back together after small group discussions and activities (ex., count down, hand raise, cue word, etc.)



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Handout #2: SLANT Activity Card (Make copies and use paper cutter to divide into cards)

Say: Please make sure that your cell phones are silenced or turned off. I am going to check mine as well. (Check your own cell phone) We ask that you keep conversations that take place in this room confidential as we want this to be a safe place for everyone to be able to share what is on their mind. Please be respectful of others and limit side-bar conversations. We will provide you with a lot of opportunities for partner and small group discussions. If you have something urgent on your mind jot it down on a sticky note and talk to your friends about it during the break. We also ask that you keep your mind open to new ideas as we learn from each other.

Some of you may have heard about the SLANT Active Listening Model, and we are going to practice using it today for our training. This would also be an effective Active Listening Model to use with your students. Let's look at it now.

➤ Have participants locate this routine card in their materials

➤ Describe the SLANT Active Listening Model:

S = Sit up (good posture keeps you alert)

L = Lean forward (this shows interest to your speaker)

A = Ask questions (do this by raising your hand, putting the questions in and to yourself)

N = Nod your head (or else shake your head, or show your understanding or confusion in some other way)

T = Track your speaker (keep your eye on the speaker to take in important non-verbal clues and to stay alert and interested)

Identify Shoulder Partner

- Identify someone near you as your “Shoulder Partner”
- Introduce yourself and tell them about a hobby you enjoy.
- Identify who will be partner A and who will be partner B.



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Say: *Find someone near you to be your “Shoulder Partner”. Introduce yourself and tell them about a hobby you enjoy. Identify who will be partner 1 and who will be partner 2.*

➤ Give participants 1-2 minute to identify their partner and introduce themselves.

Say: *1’s raise your hand and 2’s raise your hand.*

➤ This is a check in to make sure they have identified who is partner 1 and who is partner 2.

Groovy Grouping Activity

- Establish a group of four people
- Each person in the group tell one sentence describing your thoughts when you first heard the song that is about to play.



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Say: *I'm going to play a song. When the song begins please establish a group of (about) four people. Once your group is established each person in the group briefly describe your thoughts when you first heard the song. Ready....Go?*



➤Begin Music

➤Meander around the room and offer further directions for any groups that may not be on task. Allow 2-4 minutes for this activity.

Groups should stay together for the next activity.

KWL Activity

What Do You Know?	What Do You Want to Know?	What Have You Learned?

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Preparation: Create a KWL chart from three pieces of chart paper. Write “K” What do you KNOW?, “W” What do you Want to KNOW, and “L” What have you LEARNED at the top of each chart paper.

Materials: Chart paper and marker.

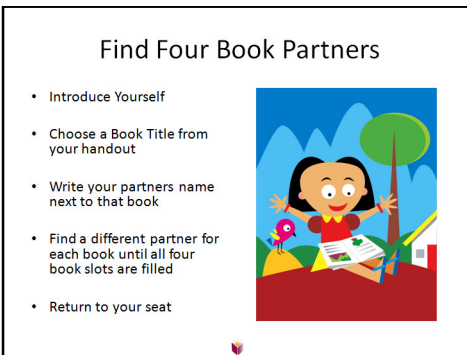
Participants should still be in groups of 3-5.

➤ Use the signal you established to bring the groups attention back to you.

Say: In your groups you are going to fill out the first two columns of your KWL chart handout. Please identify a spokesperson for your group to share one thing you know and one thing you want to know about Preschool Language and Literacy Instruction to the rest of the group. Generate many answers as you will need to share something different than what the other groups have shared.

➤ Allow 5-7 minutes for groups to generate ideas for first two columns.

➤ Randomly choose groups to share and write their answers on the chart paper (allow 3-4 minutes for individual check-in).



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Handout #3: Book Partner Handout

Say: Find the book partner handout located in your binder. We will be modeling engagement ideas that you can take back to the classroom throughout this module through partner discussions. When the music begins each of you will find four different partners. I encourage you to find people you don't know so that you have to opportunity to hear new perspectives. Once you've found a partner....

Introduce Yourself

Choose a Book Title from your handout

Write your partners name under that book, and they will do the same under the same book

Find a different partner for each book until all four book slots are filled

Return to your seat

Choose a partner in the room and model the procedure. Example dialogue: "Hello, my name is Tara. What is your name? Would you like to be my The Very Hungry Caterpillar partner? Great I'll write your name down on the The Very Hungry Caterpillar line and you write my name down on the line under The Very Hungry Caterpillar line."

Allow 2-3 minutes for this activity. Give a one minute warning letting participants know when they have one minute left to finalize their partners.